



Midway Elementary

1892 Highway 1 North
Cassatt, SC 29032

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 396 Students | |
| Principal | Jewell R. Stanley | 803-432-6122 |
| Superintendent | Dr. Frank E. Morgan | 803-432-8416 |
| Board Chair | Joseph Dorton, Jr. | 803-408-2433 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Below Average | Good |
| 2006 | Below Average | Good |
| 2005 | Below Average | At-Risk |
| 2004 | Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

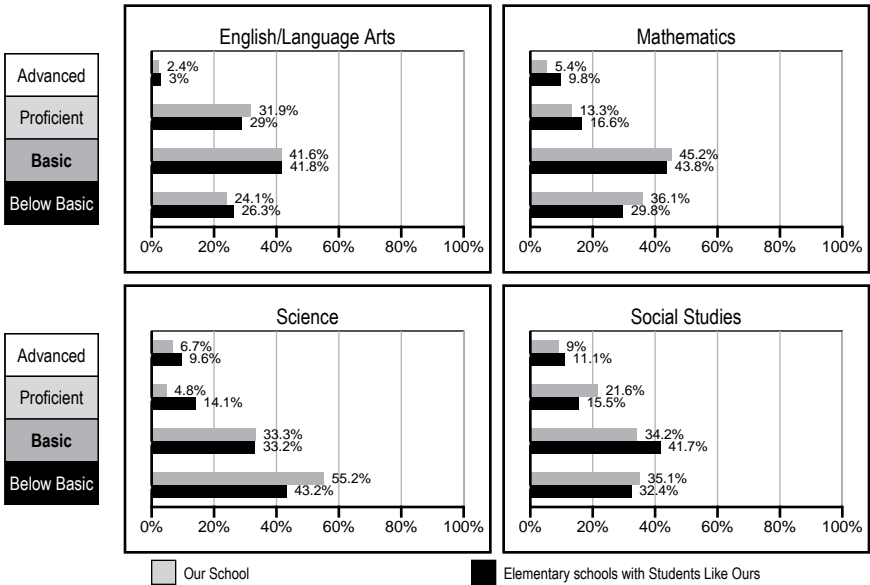
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 21 | 61 | 10 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=396) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.9% | Down from 4.8% | 2.9% | 2.3% |
| Attendance rate | 96.0% | Up from 95.8% | 96.0% | 96.3% |
| Eligible for gifted and talented | 8.6% | Down from 9.4% | 6.2% | 10.4% |
| With disabilities other than speech | 8.6% | Up from 7.6% | 8.0% | 7.5% |
| Older than usual for grade | 0.7% | Down from 1.7% | 1.1% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=27) | | | | |
| Teachers with advanced degrees | 51.9% | Up from 48.0% | 54.1% | 56.7% |
| Continuing contract teachers | 70.4% | Down from 92.0% | 71.6% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 83.2% | Down from 86.8% | 84.8% | 86.4% |
| Teacher attendance rate | 94.3% | Down from 94.9% | 94.9% | 94.9% |
| Average teacher salary | \$50,233 | Up 4.1% | \$44,191 | \$45,345 |
| Professional development days/teacher | 20.3 days | Up from 18.8 days | 13.1 days | 12.6 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.5 | 4.0 |
| Student-teacher ratio in core subjects | 18.5 to 1 | Down from 19.0 to 1 | 17.1 to 1 | 18.5 to 1 |
| Prime instructional time | 88.2% | Up from 88.0% | 89.1% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 28.1% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$7,068 | Up 2.7% | \$7,685 | \$7,052 |
| Percent of expenditures for instruction* | 70.5% | No Change | 69.1% | 69.1% |
| Percent of expenditures for teacher salaries* | 64.7% | Up from 64.6% | 62.7% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Midway Elementary's faculty and staff seek to create a warm, family-like atmosphere for our students, parents, and community. The mission of Midway Elementary School, in collaboration with the home and the community, is to develop each individual's uniqueness and to prepare confident, technologically proficient, lifelong learners by providing challenging educational experiences in a safe environment.

To ensure the academic success of our students, we offered several programs geared to their needs. We continued to use SOAR to Success and Early Success programs to promote literacy. SOAR to Success is a small group intervention program designed to improve reading comprehension for struggling readers in third through fifth grade. Early Success is a small group intervention program designed to improve phonemic awareness and comprehension for students in first and second grades.

Our faculty and staff are committed to improving our efforts to increase student achievement. Teachers participated in a variety of professional development opportunities in order to create innovative and challenging classrooms. Our teachers received additional support from a full-time science and technology curriculum coach. Teachers met with the coach regularly to discuss South Carolina Standards and teaching strategies that integrate technology and to incorporate more hands-on science in the classroom. The Kershaw County School District has implemented a major technology initiative. Midway Elementary has purchased Smartboards, digital projectors, and laptops for every classroom through Title I and Alternative Technical Assistance funds. Our school continued to use different modules of Investigations in Number, Space, and Data in kindergarten through fifth grade. Investigations is a research-based curriculum supplement designed to increase mathematical thinking. Each grade level also used FOSS Science Kits as a part of their science instruction.

Our parents are encouraged to visit our school and conference regularly with teachers. We conduct a Back to School night to familiarize parents with their child's classroom and teacher. Family Literacy Night, Family Math Nights, Science Nights, Grandparents Luncheons, Donuts for Dads, Muffins for Moms, Open House, and After-School Program are examples of family involvement activities.

Our school is undergoing a major renovation project this year. Our students will have the privilege of participating in P.E., music, and art in a new facility next year. All classrooms are getting a fresh look with tile, paint, white boards and HVAC units. In addition, a new roof will complete the school renovation project.

Midway Elementary's faculty, staff, and parents were proud to see that all of our hard work resulted in our school receiving the Palmetto Silver Award for the second consecutive year. This award was based on students' improvement on PACT scores. It is our school's desire to form a strong partnership between students, parents, and the community to make Midway Elementary School a place where each child excels.

Jewell R. Stanley, Principal
Deana Boone, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 17 | 49 | 13 |
| Percent satisfied with learning environment | 82.4% | 91.8% | 92.3% |
| Percent satisfied with social and physical environment | 94.1% | 87.8% | 69.2% |
| Percent satisfied with school-home relations | 82.4% | 89.8% | 84.6% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Newly Identified

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.1% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 3.0% | 0.0% | No |
| Student attendance rate | 96.0% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 175 | 99.4 | 23.6 | 41.8 | 32.1 | 2.4 | 44.2 | 53 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 89 | 100 | 31 | 39.3 | 27.4 | 2.4 | 40.5 | 46.4 | 41.7 | N/A | N/A |
| Female | 86 | 98.8 | 16 | 44.4 | 37 | 2.5 | 48.1 | 59.9 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 105 | 99.1 | 23.7 | 38.1 | 36.1 | 2.1 | 47.4 | 61 | 60 | Yes | Yes |
| African American | 56 | 100 | 18.5 | 46.3 | 31.5 | 3.7 | 46.3 | 35.3 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | 70.4 | I/S | I/S |
| Hispanic | 14 | 100 | 42.9 | 50 | 7.1 | 0 | 14.3 | 40.3 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 31 | 100 | 69 | 27.6 | 3.4 | 0 | 10.3 | 19.4 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 38.5 | 53.8 | 7.7 | 0 | 15.4 | 29.8 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 137 | 99.3 | 26.8 | 42.5 | 29.1 | 1.6 | 40.9 | 37.9 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 175 | 99.4 | 35.8 | 45.5 | 13.3 | 5.5 | 29.1 | 50.4 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 89 | 98.9 | 37.3 | 42.2 | 16.9 | 3.6 | 36.1 | 50.6 | 45.6 | N/A | N/A |
| Female | 86 | 100 | 34.1 | 48.8 | 9.8 | 7.3 | 22 | 50.2 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 105 | 99.1 | 28.9 | 46.4 | 16.5 | 8.2 | 33 | 59 | 59 | No | Yes |
| African American | 56 | 100 | 48.1 | 42.6 | 7.4 | 1.9 | 18.5 | 31.3 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 71.3 | I/S | I/S |
| Hispanic | 14 | 100 | 35.7 | 50 | 14.3 | 0 | 42.9 | 39.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 31 | 100 | 69 | 31 | 0 | 0 | 3.4 | 21.2 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 13 | 100 | 30.8 | 53.8 | 15.4 | 0 | 46.2 | 32.7 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 137 | 99.3 | 42.5 | 41.7 | 10.2 | 5.5 | 27.6 | 35.8 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 111 | 100 | 55.2 | 33.3 | 4.8 | 6.7 | 11.4 | 41.7 | 35.7 | 96 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 49 | 100 | 60.9 | 28.3 | 0 | 10.9 | 10.9 | 45 | 37.4 | 95.9 | 95.6 |
| Female | 62 | 100 | 50.8 | 37.3 | 8.5 | 3.4 | 11.9 | 38.2 | 33.8 | 96 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 66 | 100 | 47.5 | 36.1 | 6.6 | 9.8 | 16.4 | 50.7 | 49.2 | 95.5 | 95.5 |
| African American | 35 | 100 | 61.8 | 32.4 | 2.9 | 2.9 | 5.9 | 22.7 | 17 | 96.6 | 96.3 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 64.3 | 58 | 93.9 | 96.8 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 23.5 | 24.9 | 97.5 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 91.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 20 | 100 | 83.3 | 16.7 | 0 | 0 | 0 | 19.5 | 14 | 95.4 | 94.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 15.5 | 24.4 | 97.3 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 89 | 100 | 59 | 32.5 | 4.8 | 3.6 | 8.4 | 26.8 | 21.1 | 95.8 | 95.2 |
| Social Studies | | | | | | | | | | | |
| All Students | 116 | 100 | 35.1 | 34.2 | 21.6 | 9 | 30.6 | 34.5 | 34 | 96 | 95.8 |
| Gender | | | | | | | | | | | |
| Male | 61 | 100 | 30.5 | 35.6 | 22 | 11.9 | 33.9 | 38.2 | 36.6 | 95.9 | 95.6 |
| Female | 55 | 100 | 40.4 | 32.7 | 21.2 | 5.8 | 26.9 | 30.6 | 31.3 | 96 | 95.9 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 69 | 100 | 27.7 | 33.8 | 26.2 | 12.3 | 38.5 | 41.4 | 44.5 | 95.5 | 95.5 |
| African American | 38 | 100 | 48.6 | 29.7 | 16.2 | 5.4 | 21.6 | 19.8 | 19.1 | 96.6 | 96.3 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 93.9 | 96.8 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 21.1 | 27.5 | 97.5 | 96.2 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 91.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 22 | 100 | 59.1 | 36.4 | 4.5 | 0 | 4.5 | 13.1 | 14.4 | 95.4 | 94.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 12.9 | 27.3 | 97.3 | 96.7 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 93 | 100 | 36.4 | 38.6 | 18.2 | 6.8 | 25 | 20.4 | 21 | 95.8 | 95.2 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* | |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|------|
| English/Language Arts | | | | | | | | | |
| 2007 | 3 | 52 | 100 | 32.7 | 32.7 | 34.7 | 0 | 34.7 | |
| | 4 | 63 | 98.4 | 21.7 | 45 | 33.3 | 0 | 33.3 | |
| | 5 | 56 | 100 | 28 | 48 | 22 | 2 | 24 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 60 | 100 | 19.6 | 32.1 | 46.4 | 1.8 | 48.2 | |
| | 4 | 54 | 98.2 | 25.5 | 37.3 | 33.3 | 3.9 | 37.3 | |
| | 5 | 61 | 100 | 25.9 | 55.2 | 17.2 | 1.7 | 19 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| Mathematics | | | | | | | | | |
| 2007 | 3 | 52 | 100 | 34.7 | 49 | 12.2 | 4.1 | 16.3 | |
| | 4 | 63 | 98.4 | 31.7 | 38.3 | 18.3 | 11.7 | 30 | |
| | 5 | 56 | 100 | 38 | 42 | 12 | 8 | 20 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 60 | 98.3 | 43.6 | 40 | 14.5 | 1.8 | 16.4 | |
| | 4 | 54 | 100 | 36.5 | 42.3 | 7.7 | 13.5 | 21.2 | |
| | 5 | 61 | 100 | 27.6 | 53.4 | 17.2 | 1.7 | 19 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| Science | | | | | | | | | |
| 2007 | 3 | 25 | 100 | 52.2 | 34.8 | 8.7 | 4.3 | 13 | |
| | 4 | 63 | 98.4 | 46.7 | 28.3 | 16.7 | 8.3 | 25 | |
| | 5 | 27 | 100 | 37.5 | 37.5 | 16.7 | 8.3 | 25 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 28 | 100 | 53.8 | 34.6 | 7.7 | 3.8 | 11.5 | |
| | 4 | 53 | 100 | 54.9 | 35.3 | 5.9 | 3.9 | 9.8 | |
| | 5 | 30 | 100 | 57.1 | 28.6 | 0 | 14.3 | 14.3 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| Social Studies | | | | | | | | | |
| 2007 | 3 | 27 | 100 | 11.5 | 57.7 | 26.9 | 3.8 | 30.8 | |
| | 4 | 63 | 98.4 | 28.3 | 48.3 | 11.7 | 11.7 | 23.3 | |
| | 5 | 29 | 100 | 50 | 30.8 | 7.7 | 11.5 | 19.2 | |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 32 | 100 | 23.3 | 36.7 | 30 | 10 | 40 | |
| | 4 | 53 | 100 | 31.4 | 39.2 | 21.6 | 7.8 | 29.4 | |
| | 5 | 31 | 100 | 53.3 | 23.3 | 13.3 | 10 | 23.3 | |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S | |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample